



WEST BUCKLAND  
SIXTH FORM

SEPTEMBER 2024 ENTRY

# There has never been a better time to join the West Buckland Sixth Form

**Consistently excellent academic performance and opportunities matched by fantastic facilities.**

In Autumn 2015, we opened Parker's, our Sixth Form boarding house and the Michael Morpurgo Library and Study Centre. These buildings provide our Sixth Formers with truly outstanding facilities.

The Michael Morpurgo Library provides students with an exceptional learning environment and the upper floor is dedicated for the use of Sixth Form students.

Parker's provides en suite single room accommodation for boarders and features vibrant social spaces dedicated to our Sixth Form students, whether day or boarding.

These facilities give a clear identity and location to the West Buckland Sixth Form and help create the ideal preparation for the next stage in students' lives.

## Parker's: Sixth Form Boarding

- 70 en suite study bedrooms
- Boys and girls
- Vibrant social spaces
- Preparation for independent living

## The Michael Morpurgo Library and Study Centre

- Open plan learning spaces
- Library and IT resources
- Classrooms
- Dedicated Sixth Form area
- Higher education and careers department

## Sixth Form Highlights

- Over 60% of students gain places at Russell Group Universities
- EPQ - Extended Project Qualification providing excellent preparation for university and employment
- IBCP - Designed to support students' progression into the world of work
- Modern boarding facilities offer stepping stone to independent living
- Outstanding academic results
- Excellent extra curricular programme to support students' wider development



**Please click on the subjects below to take you directly to the relevant page.**

### A-Level Programme

|                                |    |
|--------------------------------|----|
| Art & Design                   | 16 |
| Drama                          | 17 |
| Music                          | 18 |
| Product Design                 | 19 |
| Physics                        | 20 |
| Biology                        | 21 |
| Chemistry                      | 22 |
| Core Maths                     | 23 |
| Further Maths                  | 24 |
| Mathematics                    | 25 |
| Computer Science               | 26 |
| Business                       | 27 |
| Economics                      | 28 |
| Religious, Philosophy & Ethics | 29 |
| Geography                      | 30 |
| History                        | 31 |
| Psychology                     | 32 |
| English Language               | 33 |
| English Literature             | 34 |
| French                         | 35 |
| Spanish                        | 36 |
| Extended Project Qualification | 37 |

### IB Career Programme OR A-Level:

|                                  |    |
|----------------------------------|----|
| BTEC Applied Science             | 38 |
| CTEC Sport and Physical Activity | 39 |

### IB Career Programme:

|                                   |    |
|-----------------------------------|----|
| BTEC Digital Music Production     | 40 |
| BTEC Esports                      | 41 |
| BTEC Creative Media               | 42 |
| BTEC Outdoor Leadership           | 43 |
| IB Psychology                     | 44 |
| IB Social & Cultural Anthropology | 45 |
| IB Business Management            | 46 |
| IB Environmental Systems          | 47 |

|                                   |    |
|-----------------------------------|----|
| English as an Additional Language | 48 |
|-----------------------------------|----|



# Proven Academic Performance

Our students' results in the Sixth Form consistently place West Buckland School amongst the highest achieving education institutions in South West England. The vast majority of our sixth formers progress to their first-choice of university course and employment.

## Outstanding Facilities for Learning

Our students have access to the best facilities for learning. These include Parker's, our Sixth Form day and boarding house and the Michael Morpurgo Library and Study Centre, providing students with an exceptional learning environment including the upper floor which is dedicated for the use of Sixth Form students.

Parker's provides en suite single room accommodation for boarders as well as large social spaces used by both day and boarding students.

These facilities give a clear identity and location to the West Buckland Sixth Form and help create the ideal preparation for life after school, including university and employment.





# The Future is Bright

You can be confident that studying in the Sixth Form at West Buckland is the platform to a bright future.

Every year our students achieve places at the most prestigious, well-respected and highly sought after universities, including the Russell Group institutions. Many others move on to courses at specialist institutions including music conservatoires, dance and drama schools, colleges of art and agricultural colleges. Some move straight into the world of employment.

One of the most important features of our Sixth Form is how we prepare you for higher education and employment. We have an excellent track record in helping our students win places on their preferred courses at their first choice universities and job applications. Sixth Form students are offered advice and assistance with applications to universities and employment.

Close links with a range of local and national businesses and our own alumni network, enable us to provide first-class careers advice through regular careers lunches and events, support networks and mentoring opportunities.

Throughout Years 12 and 13, the Head of Sixth Form, the Head of Careers and the team of tutors provide advice and support to help you make decisions about your future. This includes:

- Support with university and employment applications
- Mock interviews for competitive university courses or employment
- Visit to the UCAS Exhibition at the University of Exeter
- Visits to Bath, Bristol, Oxford, Exeter and Plymouth
- Visiting speakers on university applications, studying approaches and apprenticeships

**Our sixth formers will go on to study a huge range of subjects at some of the country's best institutions. These include:**

- Chemistry at Queen Mary University of London
- Finance at Shanghai University of Science and Technology
- History at Cambridge University
- Mechanical Engineering with a year in industry at University of Nottingham
- History at Warwick University
- Economics at UCL
- Medicine at Cardiff University
- Architecture at Nottingham University
- Business and Commerce at University of Melbourne
- Geology at UCL
- Veterinary Science at University of Liverpool
- Mechanical Engineering (Automotive) at University of Birmingham
- Zoology with a year in industry at Swansea University

Recent students have also taken up apprenticeships and employment opportunities in architecture, marketing, accountancy and property management.



## Future Ready

We have a responsibility to enable our students to be 'future ready' by the time they leave school.

Our Sixth Form Leadership programme involves a peer mentoring system for pupils in Years 10 and 12. Through informal meetings, discussion groups and lunches, the mentor programme aims to give students support and guidance in their first few months and, for the mentors, it develops the leadership tools that will be so useful to them when they leave school.

Our MaD Monday programme makes a difference by providing students with a broad range of opportunities in activities such as cooking, IT skills for employment, personal finance, STEM club and volunteering in the local community.



# Life in the Sixth Form

As a sixth former at West Buckland, you will benefit from first class teaching, outstanding facilities and experience a superb range of extra-curricular activities.

Life in the Sixth Form is different from that of earlier years in education - you will study fewer subjects in greater depth and follow different work patterns allowing you to study and live independently. At the same time, you will have the opportunity to play a role as one of the senior members of the school by holding positions of responsibility and developing leadership skills. All your achievements will be reflected in the completion of the Sixth Form Diploma. This encourages students to explore and experience a range of co-curricular activities and challenges, from academic enrichment and adventure to service in the community and sport.



Away from the classroom, whether you are joining from another school or are currently a student at West Buckland, you will be part of a friendly and close-knit community. There are many events and activities for sixth formers to get involved in, including dinners and social events, culminating with the Year 13 Leavers' Ball.

West Buckland has long and established sporting traditions. Sixth formers have access to a first class fitness suite, all-weather pitches, tennis courts, squash courts and a 25m indoor swimming pool. In performing arts, sixth formers are encouraged to develop their interests and talents across music, dance, drama and other areas.

One of the great opportunities in the Sixth Form is that you can participate in our Outdoor Learning programme which includes the Duke of Edinburgh Gold and Silver Award scheme and Ten Tors. A Gold Award is an exceptional achievement and is highly regarded by employers throughout the world.



## Academic Extension

There is a varied and interesting academic extension programme, aimed at giving the students further opportunity to broaden and enhance their learning.

### The Aldiss Society

Named after author and former pupil Sir Brian Aldiss, the society provides senior students with a broad and diverse programme of guest speakers, academic discussion groups, cultural visits and events, designed to stretch, challenge and develop the students' understanding of the world.

### The Phoenix Society

A debating society with meetings held fortnightly throughout the year, giving members the opportunity to develop their public speaking and debating skills in an informal and friendly environment.

### STEM/HASS activities

STEM is aimed at those with an interest in science, engineering, maths and technology. The activities include dissection club, electronics, robotics and synthesising paracetamol. HASS is aimed at those with an interest in the humanities, arts and social sciences.

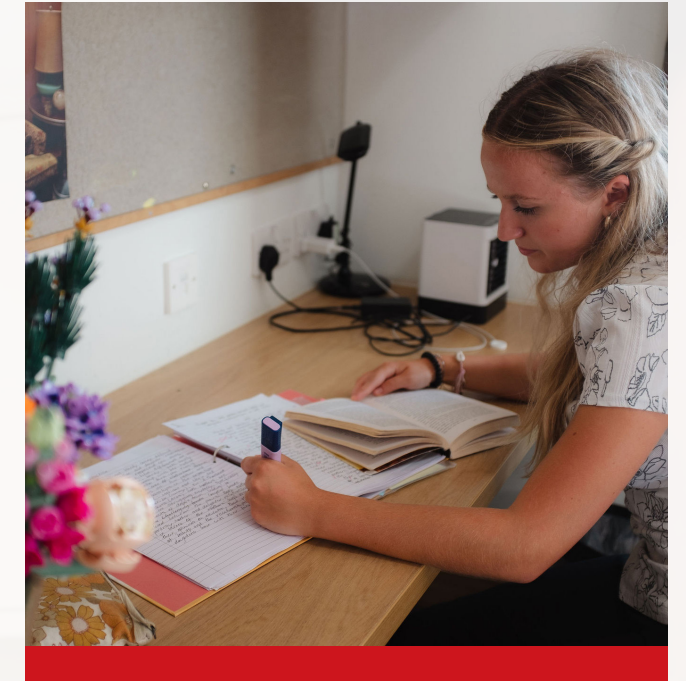
### Medical Society

Led by Sixth Form students, this weekly group will help candidates for medical and healthcare professions prepare for their applications for these highly competitive courses.

### Other opportunities include:

Maths drop in sessions, The Socrates Society; Spanish, French and Psychology Film Clubs and the International Society.





# Boarding

## Join a very social and close-knit community

Boarding is very popular in the Sixth Form as students enjoy the buzz of a social boarding house and access to the school facilities in the evenings and weekends. Full and weekly boarding options are available but competition for rooms is strong and an early application is advised.

Students are attracted to the strong, welcoming and culturally diverse boarding community where friendships are made for life and span the globe.

Boarding provides the opportunity for greater independence and can help you prepare for university and life after Sixth Form. Our Sixth Form boarding house, Parker's, includes single en suite rooms and a variety of social and communal spaces, providing a stepping stone to independent living.



# What our Sixth Formers say



## Deborah

I have not been at West Buckland for long, but during my time here, I have had the opportunity to engage in numerous enriching activities within the boarding community. These experiences have had a positive impact on me, and I believe they will continue to influence me as I progress through the Sixth Form and navigate life.

Additionally, the activities during school days have been both enlightening and enjoyable. I hope to continue participating in such activities that allow me to apply the knowledge I have gained from them to shape my future.



## Dasha

I arrived at West Buckland School to study in the Sixth Form. Despite being far away from my home city of Kyiv and my family, I have found a sense of belonging at West Buckland, thanks to the wonderful and supportive community of students and teachers.

The Sixth Form here provides an ideal platform for personal development and the exploration of the diverse opportunities the school offers; I am currently Head of Fortescue House. I thoroughly enjoy participating in various clubs and societies, such as the EDI group and Garden club, which not only make my experience more interesting but also allow me to engage with the community beyond the classroom.

Studying at West Buckland has been an incredible experience because of the constant presence and assistance of the teachers and support staff. They are always there to support and guide me, whether it's regarding career choices or improving my academic performance.



## Tom

I have been a student at West Buckland for seven years and I feel extremely privileged and grateful in such a fantastic network of committed students and teachers.

Whilst I have been at West Buckland, I have always felt supported by all of my teachers and the close-knit community of our school has been an ideal environment to grow. Throughout my time at here, I feel that I have become a well-rounded individual and have been surrounded by like-minded peers and staff.

There is an undoubted sense of belonging amongst the plethora of extra-curricular activities the school offers. Personally, I enjoy furthering my critical thinking skills and academic development through my participation in the Phoenix Society and Model United Nations. In addition, via the competitive nature of the sporting life of the school - especially as a player in the 1st XI rugby team - I have learned how to be resilient in times of adversity, as well as the importance of team work and self-accountability. These are just a few of the invaluable lessons I have learnt outside of the classroom.

As a Head of Brereton House, I aim to pass on my enthusiasm for my peers by emphasising the importance of team spirit as well as the key skill of "giving it a go!"

“The nurturing by staff helps to develop well rounded young people”

Parent Testimonial



# Entry requirements

Before being accepted into the Sixth Form on our standard academic programme, we would normally expect you to have acquired a minimum of five GCSE passes at grade 5 or above on the new 9-1 grading scale (grade C and above for A\*-G Welsh and some iGCSE programmes). However, individual circumstances and choice of subjects are taken into account. A prospective student for an individual A-level subject should achieve at least a grade 5 in that subject at GCSE. In some subjects, higher GCSE grades are required. Modern foreign languages require a grade 6 at GCSE and science subjects (biology, chemistry, physics) require a grade 7 (double 7 in combined science), although a grade 6 may be considered in exceptional circumstances. Those wishing to study mathematics will have a minimum of a grade 7 at GCSE, while for further mathematics it is grade 8. For psychology A-level, it is expected that students will have a least grade 5 in GCSE English language, mathematics and at least one science.

## New students - UK

Every year we welcome new students from both independent and state schools into our Sixth Form. Every applicant is considered individually. If you are available, please come to our Open Evening in October. We also

recommend you visit us on a normal school day where you will have the chance to meet the Headmaster, Head of Sixth Form and current students. Offers are made on the basis of an interview and are conditional on your GCSE results.

## New students - International

International students are expected to have a reasonable competence in spoken and written English on arrival at West Buckland and the ability to progress with the specialist support of the EAL department.

Overseas students applying to study at West Buckland should provide the following to start their application:

- Copies of their last two school reports
- A piece of their handwriting (one to two sides of A4), written in English, telling us about themselves, their hobbies and interests

For any further information about admissions please contact our Admissions Team on 01598 760178, or email [admissions@westbuckland.com](mailto:admissions@westbuckland.com)



# The Sixth Form Curriculum

Sixth Form students can choose between the A-level/BTEC programme or the IB Careers Programme (IBCP). If you need help deciding which of the two is more suitable for you, please contact Mr Brimson, Head of Sixth Form, at [mtb@westbuckland.com](mailto:mtb@westbuckland.com) for more information.

Whichever programme you choose, there are important experiences of your time in the Sixth Form which will be shared and common to all students:

- Membership of a House and a tutor group, including a programme of topics including study skills, post-18 options advice and getting ready for independent living
- Enrichment lessons every fortnight covering a variety of topics from safer driving to relationships and sex education
- Games lessons every Wednesday afternoon
- Careers lessons every two weeks from January of Year 12 to December of Year 13 and these help you prepare for your next steps
- A rich programme of academic extension, extra-curricular activities, MaD Monday opportunities
- A leadership programme starting in Year 12
- English as an Additional Language (EAL) for most international students.

## Subject choices

Many of you will have already begun the process of considering subject choices. It is important that you consider subjects you enjoy the most and where your chances of success are highest. You also need to research which are most relevant to future career aspirations or university courses. To study medicine, for example, it is essential to take A-level chemistry and at least one other science. A-level mathematics is important if you intend to study engineering or physics. It is vital that you undertake your own research and the best place to start is [www.ucas.com](http://wwwucas.com) and to use the course search facility which details degree courses offered by higher education institutions. Each course will have a summary of the minimum entry requirements.

## A-level/BTEC programme

Considered by many to be the ‘gold standard’ in qualifications in the UK, A-levels are generally academic and rigorous in nature. They tend to be assessed as linear qualifications, with exams taken at the end of the course and often with no coursework. The majority of the courses we offer are studied through UK based awarding bodies, but we do also offer international A-levels in geography, history and economics. Studying A-levels is the most common way of progressing through to higher education but they are also suitable for those looking to keep their future options open and are valued by employers and apprenticeship providers as evidence of a high level of education. West Buckland alumni with good A-levels have gone onto competitive and fulfilling university courses, employment and apprenticeships.

It is also possible to take BTEC Applied Science (single award) or CTEC Sport and Physical Activity (single or dual award). These are specialist vocational (work-related) qualifications which combine practical learning with subject and theory content. They can be studied either alongside A-levels or students can choose them as part of a standalone programme. They Level 3 qualifications, equivalent to A levels and are well regarded by universities, further education colleges, and employers. BTECs are divided into units – core and optional – and there is coursework and a modular approach to examinations. Many students complete their programme by the Easter of Year 13.

## Curriculum choices

You are encouraged to start on three subjects, but it might be possible to start on four. In certain circumstances, some students may follow the equivalent of fewer than three subjects. In addition to your core academic programme, you should choose one or more of the following options:

**Four full subjects** - You might want to continue with all four full subjects for the remainder of the Sixth Form. The fourth subject might be AS-level core maths, but you would need to have a strong academic record to be eligible to study four full subjects.

**Extended Project Qualification (EPQ)** - Choosing any topic of genuine interest to you, this will offer you both breadth and depth, extending you beyond your core curriculum, encouraging project management, independent learning, research and critical thinking. As well as being worth half an A-level, it is highly favoured by many of the country’s universities as they recognise the contribution it makes to students’ academic development. Many universities reduce the A-level grades required if you can achieve an A or B in the EPQ. Although not necessarily well-known by employers, the EPQ teaches students essential project management skills.

**TEDEd** – The TED-Ed Student Talks programme provides customizable activities to help you identify, develop and share your ideas with each other and the world.

**The Aldiss Academics programme** – You might complete one or more MOOCs (Massive Open Online Course) delivered by universities from around the world, learn new languages and embark on a programme of academic enrichment.

**Work experience programme** – Depending your interests and future ambitions, you might decide to develop your experience of the workplace. This might be through volunteering in the school and local community, completing placements at local organisations including West Buckland School, or completing virtual experiences via Springpod.

**National Outdoor Leader Award** – Would you like to gain recognized qualifications through your love of the outdoors? You would need to commit some time beyond the normal school day to discover or continue your passions in activities such as paddle sports, sea kayaking, first aid, bushcraft, climbing and hill walking. You would also be able to mentor younger students and fulfil the volunteering element of your Duke of Edinburgh qualification.



## The International Baccalaureate Career-related Programme

The International Baccalaureate Career-related Programme is the perfect choice for many students.

Not only will you come out with a great set of qualifications, but you will also have had an education in how to manage yourself – and other people.

If you are the kind of person who performs better through coursework, then the IB CP will allow you to get the results that really reflect what you can do. The CP combines academic and vocational education. So, it is a great choice if you do not yet know whether you want to start work straight away, pursue a professional apprenticeship, or to go to university. Successful course completion gives you your IB CP certificate and the same UCAS points as if you had done three A-levels – assuming both your Diploma Courses are at Higher Level.

IB CP alumnus Conor Boardman went on to study Palaeontology at the University of Bristol. He says:

*The core and reflective project added a personal aspect of learning I would not have got at college or in A Levels. The core helped me to understand the world around me in greater detail and I thoroughly enjoyed the reflective project where I explored whether it is morally right to still be whaling.*

On the other hand Holly Mayhill has recently finished the IB CP and is going on to a higher apprenticeship with a quantity surveyor:

*The CP opened my eyes to the number of opportunities that are out there...I am a practical learner so an apprenticeship is best suited to me and I am really excited to be able to gain so many new skills. I loved that you can study vocational subjects and academic subjects so it leaves you with different options for the future. You don't have to go to university, or you don't have to go into the workplace."*

There are three elements to the IB CP:

## The Core

The first element is the Core. There are taught courses in Personal and Professional Skills, plus Language Development. All students complete the Service Learning element, where their skills are put to practical use for the good of others. The Reflective Project is where students get to go deeply into examining an ethical dilemma raised by your vocational study. This is externally graded. All parts of the Core are assessed using coursework and formal interviews.

## The Diploma Programme

The second element are the Diploma Programme (DP) courses. Students must take Social and Cultural Anthropology. We feel it is vital for all students on the course to make a formal study of human relationships. You then make a choice of one additional subject: Business Management, Environmental Systems and Societies or Psychology. DP courses are 70-80% examined and 20-30% coursework-assessed – depending on the subject and whether you are doing Higher or Standard Level.

## Career-related Study

The third element is, of course, the career-related study. There are going to be six options on offer at West Buckland for 2024; sport and physical activity, applied science, creative media production, esports, digital music production and outdoor leadership and management.





# Art & Design

*‘Creativity is allowing you to make mistakes. Art is knowing which ones to keep.’*

This statement is at the core of the A-level course. Students will investigate many new and creative ways of exploring art.

The focus for the portfolio is process. Trying, finding, expressing and opening your eyes to various ways to achieve an outcome. Research is another important element to the course, reflecting on pieces of artwork and the practitioners creating them.

There is a Sixth Form expedition every year where we work and live as artists creating works from life. This will assist with the summative piece and accompany an exciting and personal sketchbook.

The expedition costs around £180-£200 and is beneficial for all students undertaking the A-level course.

Independent learning and a personal journey is at the heart of the A-level course, transferring some of the skills learnt throughout Year 12 to create a completely individual response.

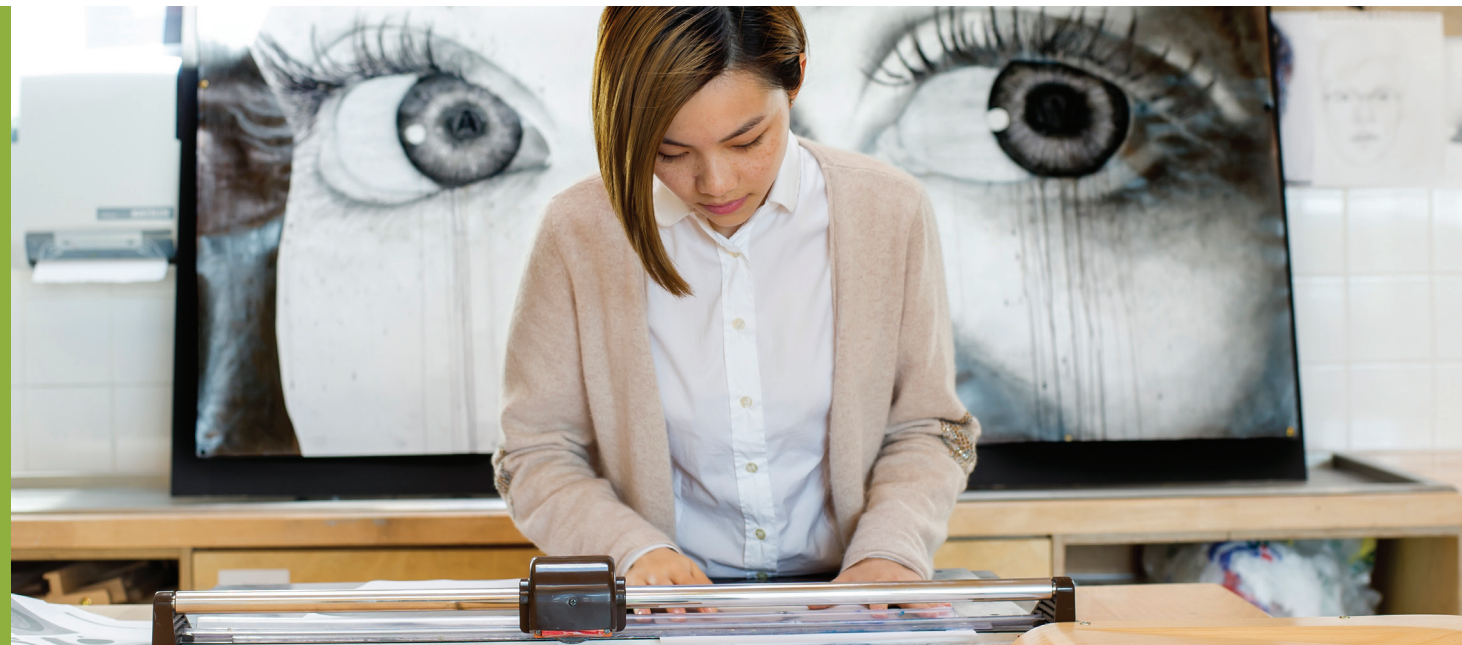
Following the ‘Fine Art’ endorsement allows us to cross disciplines and explore quite diverse areas within art. A-level students work closely with the department staff and Artist in Residence.

At the end of the academic year, there is an exhibition of students’ work and a celebration of all their achievements.

The Sixth Form have their own studio, complete with interactive white board and studio spaces. Year 12 and 13 students have access to this room when the department is closed, accessing the department and room by key codes. The room is stocked with equipment but students are asked to purchase an art kit at the start of term.

The Art School runs an Artist in Residence programme. A working artist is employed annually and given studio space and timetabled to work predominantly with the Sixth Form. Sixth Form students benefit greatly from working closely with an Artist in Residence sharing good practice, techniques and critical thinking. The Artist in Residence is also able to shed light on current trends in art, craft and design, life at art school and the professional working environment.

The modern world is changing. Visual stimulus and aesthetics are more important than ever and the demand for artists and designers has never been stronger.



## Course Outline

Examination Board: OCR

### Year 12

Personal creative enquiry: The focus for Year 12 is experiencing new techniques and approaches to art and design to build confidence and core skills. Students will be creatively challenged with contrasting topics and methods of working. Their outcomes will not only be exhibited at the end of the year but also prove as a springboard for their studies in Year 13. There is also a set task for the summer holiday as a transition into the final year of A-level.

### Year 13

Year 13 is a personal journey following a focus period of investigation into a chosen technique or theme. Discussion and reflection are key skills needed to develop a mature and interesting response.

Personal investigation (60%): sketchbook, Personal related study (minimum 1000 words) Supporting studies and final piece.

Externally set task (40%)

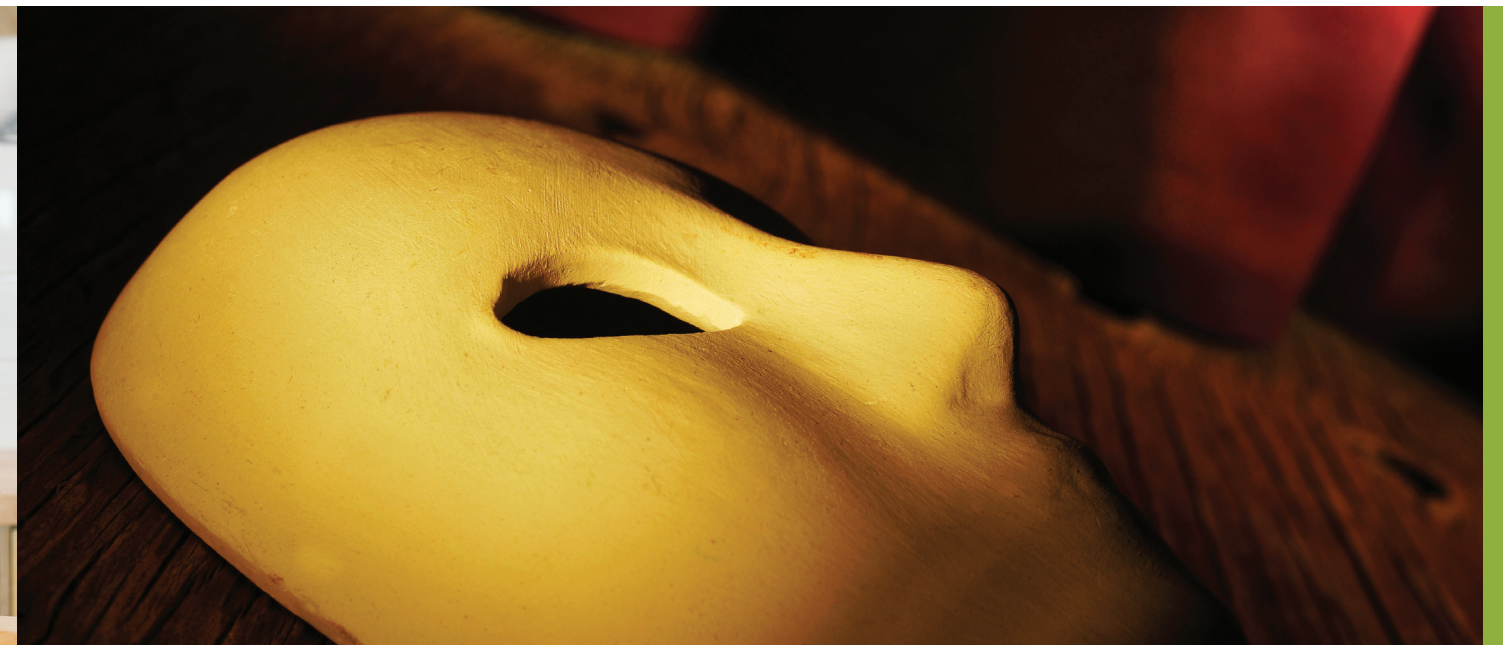
# Drama and Theatre Studies

The Drama and Theatre Studies course enables students to pursue their interests and develop their skills in a range of practical drama elements. Primarily, we focus on acting and directing, but students are encouraged to experiment with the design elements of costume, set, lighting and sound, according to their own interests.

In addition to valuable performance or theatre design skills, Drama’s demanding written paper (40%) and devising portfolio (30%), give students an entry qualification for courses in higher education. The higher order thinking skills of observation, analysis and evaluation tested here all lead to intelligent creative thinking: these not only support a career in drama or the media, but also a host of professions ranging from law, advertising or occupational therapy to social work or teaching. Drama students learn to meet performance deadlines and work both independently and collaboratively, problem solving and ‘thinking outside the box’.

As well as being fun, Drama students often find themselves at the forefront of the annual inter-House Drama Competition.

Any Drama student needs to see as much live theatre as possible. Evening theatre trips are arranged depending on what is programmed in the region (from Plymouth to Bristol). Digital recordings of current live productions by the National Theatre and Royal Shakespeare Company are also permissible for the exam question analysing live theatre. It is helpful, but not obligatory, to have studied Drama at GCSE.



## Course Outline

Examination Board: Edexcel

### Component 1: Devising (40%)

Having studied a play text, students use a 10-minute section as the stimulus for independent creation of a group performance. This piece must demonstrate the influence of a drama practitioner such as Artaud, Stanislavski or Brecht, different from the practitioner chosen for question 3 of the written exam. Students may be examined for acting, direction or design. The performance is worth 10%. Students independently produce a portfolio, worth 30%, analysing and evaluating their devising process and piece.

### Component 2: Text in Performance (20%)

Students independently develop and deliver performances of a group piece and a monologue. These are taken from two published play texts different in style and subject matter from those used elsewhere.

### Component 3: Drama and Theatre (40%)

3 hour written exam with three questions on:

- Discursive analysis of a live theatre production
- One post 1900 play
- One pre-20th century play



# Music

Music is a varied and interesting A-level subject which develops a plethora of music skills: performance, composition, harmony, aural, analytical skills and essay writing techniques. If you are naturally creative and enjoy a variety of activities and disciplines, then music A-level is the one for you.

The A-level course includes a mixture of musical traditions and styles to suit all tastes. Great emphasis is placed upon developing independence of thought and expression, a capacity for intellectual study, and greater personal awareness of the social and sociological factors that permeate the creation of music.

Most pupils will have successfully followed the GCSE course, although gifted performers or composers, after consultation with staff, could be accepted without GCSE music. Those taking the course will be fully involved in practical music making and so enthusiasm and dedication are essential.

The unique skills gained by music students will enhance their profile and ultimately their employability: self-management, team work, social awareness, problem solving, communication,

numeracy and IT skills. A music student develops all seven of these. By this measure, music students and graduates gain skills which are valuable to employers.

A significant number of our Music A-level students continue their music studies and the school has a good record of pupils entering top universities and conservatoires. Additionally, students who have taken Music A-level go on to take a broad range of degree courses, from art and biology to medicine or physics.

According to the World Economic Forum, in the future, creativity is going to be one of the most important and in-demand skills at work. When global business leaders were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. An A-level in Music allows students to demonstrate their creativity.

# Product Design

The specification has been designed to encourage candidates to take a broad view of technology and design; to develop their capacity to design and make products and to appreciate the complex relationships between materials, manufacturing and marketing.

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Students will sit all their exams and submit all their non-exam assessment at the end of the course.



MUSIC

PRODUCT DESIGN

## Course Outline

Examination Board: Eduqas

**Component 1: Performing**  
**Option A:** Minimum of three pieces. Total duration of performances: 10-12 minutes (35% of qualification)  
**Option B:** Minimum of two pieces. Total duration of performances: 6-8 minutes (25% of qualification)

**Component 2: Composing**  
**Option A:** Two compositions. Total duration of compositions: 4-6 minutes (25% of qualification)  
**Option B:** Three compositions. Total duration of compositions: 8-10 minutes (35% of qualification)

**Component 3: Appraising**  
 Written examination: 2 hours 15 minutes (40% of qualification).  
**Questions include:**

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

**Areas of study include:**  
**A:** The Western Classical Tradition  
**B:** Rock and Pop  
**C:** Musical Theatre  
**D:** Jazz  
**E:** Into the twentieth century  
**F:** Into the twenty-first century

## Course Outline

Examination Board: AQA

|  |   |  |
|--|---|--|
| <b>Examination Paper 1 (2 hours)</b><br>Core technical principles and core designing and making principles.<br><br>25% of the final A-level grade<br><br>Questions:<br>Mixture of short answer, multiple choice and extended response. | <b>Examination Paper 2 (2 hours)</b><br>Specialist knowledge, technical and designing and making principles.<br><br>25% of the final A-level grade<br><br>Questions:<br>Mixture of short answer, multiple choice and extended response questions. | <b>Non Exam Assessment</b><br>A substantial practical design and make activity (approximately 45 hours)<br><br>50% of the final A-level grade<br><br>Evidence<br>Written or digital design portfolio and photographic evidence of final prototype. |
|--|---|--|

For more information on the specification please follow this link <http://www.aqa.org.uk/subjects/design-and-technology>



# Physics

Physics is arguably the most fundamental science and as such it provides a unique insight into why things happen and how things work.

This is not just restricted to what most people would associate with physics: batteries and bulbs, levers and pulleys. The A-level physicist will meet all manner of strange and occasionally mind-boggling ideas.

It cannot be pretended that physics is easy but it is extremely rewarding and carries a great deal of weight in UCAS and future job applications, with a very strong international appeal. It is best supported by A-level mathematics, and although this is not essential, anyone choosing physics should enjoy mathematical challenges.

A physics qualification is useful in a huge variety of careers, by demonstrating the ability to analyse, work independently and provide an intelligent approach to problem solving.

For this reason it is highly regarded as a qualification not only in all branches of science and engineering but also in the areas of business, finance and law.

In the first year of study, students begin with an initial introductory course of measurement techniques. The topics of materials and mechanics precede the topics of electricity and waves. At the end of the first year students study particle physics; looking at the Standard Model of Matter. Wave-particle duality and quantum effects.

For the second year of the course, students explore further mechanics, fields, heat and nuclear physics, along with an optional topic, such as turning points or astrophysics.

Throughout the two years of the course, laboratory skills are gained through a set of prescribed practical investigations, which are then examined in the final written paper 3. In addition, these practical skills are assessed on an ongoing basis to provide evidence for the 'Practical Endorsement' of the A-level, which is in addition to the final grade.

# Biology

Biology is an exciting and popular subject in the Sixth Form, covering a wide range of topics and skills. A-level study will help nurture a passion for biology, lay the foundations for further study and careers in biological sciences and medicine.

The A-level course continues to develop analytical and practical skills within a scientific framework leading on from GCSE. There are three written examinations for A-level. 15% of the total A-level marks will be for practical knowledge and understanding and this will be based on 12 core practical tasks which will be assessed in the written papers. 10% of biology exams will assess mathematical skills at higher tier GCSE level.

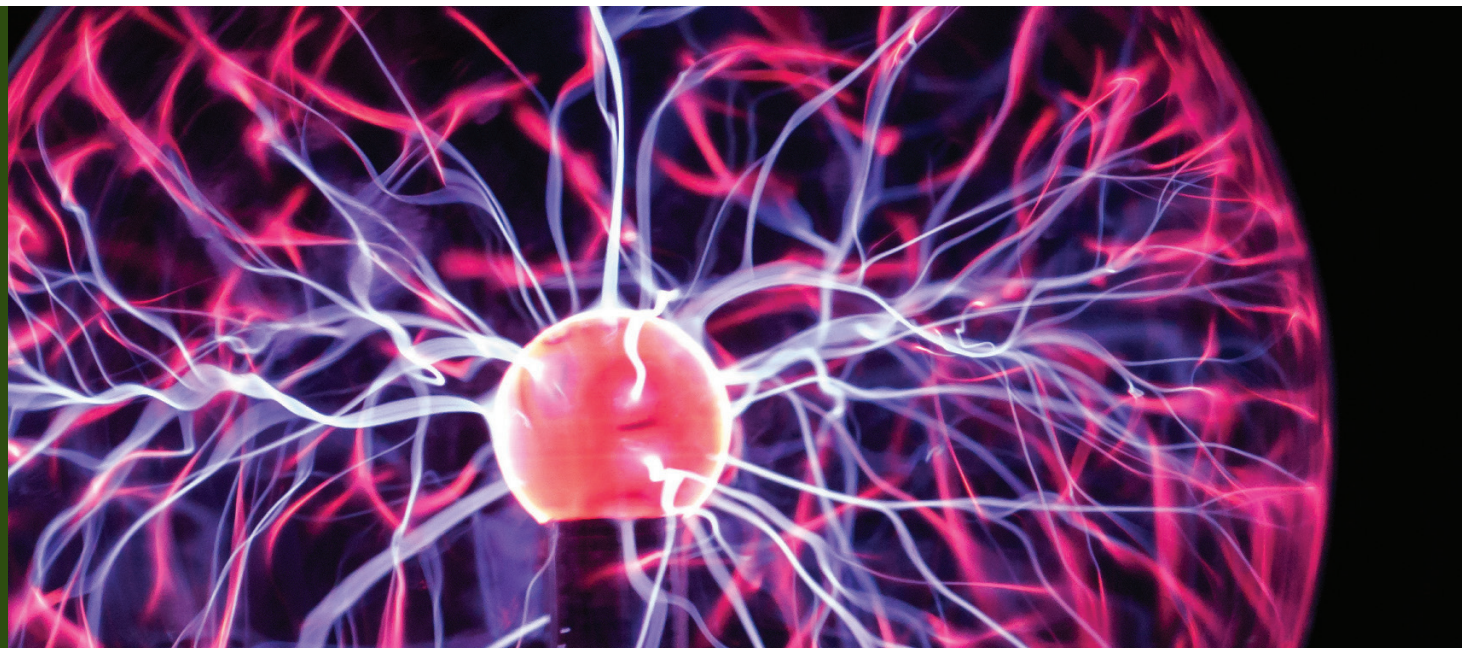
There is a fieldwork component to units in both Year 12 and Year 13. Pupils will study a variety of ecological sites including woodland, rocky shore and sand dunes. The fieldwork will cover both theoretical and practical components of the courses.

Biology is a very popular A-level course and combines well with chemistry, geography, psychology, PE, physics and mathematics.

Studying biology can prepare students for a wide range of biologically-oriented degrees and careers from anatomy to zoology, via newer degrees such as biomedical science or molecular biology. The skills learnt in analysis, reasoning and precise communication will benefit the student in any discipline and is particularly valuable for any prospective medicine or veterinary medicine applicant.

Extension opportunities are offered through a popular dissection club and cooperation with Medisim, a local trauma surgeon working on cost-effective models for training medics.

PHYSICS



BIOLOGY



## Course Outline

Examination Board: AQA

The A-level is examined in three 2-hour papers, which assess both years of the course. Papers 1 and 2 are a mix of structured questions and multiple choice, whereas the final paper 3 assesses practical skills and data analysis, together with the optional topic.

### Year 12

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and energy
5. Electricity

### Year 13

6. Further mechanics and thermal physics
7. Fields
8. Nuclear physics
9. Optional topic

## Course Outline

Examination Board: AQA

### Year 12

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

### Year 13

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression



# Chemistry

Every single thing with which one comes into contact is actually a chemical substance. There may well be no chemical label but, whatever the material, one undeniable fact is that it consists of combinations of chemical elements.

Chemistry is the study of all materials: their chemical properties, their interactions with other materials, and the various ways of creating these materials. A-level study is a small glimpse into the world of chemistry.

In Years 12 and 13 the subject is split into three key areas; physical, inorganic and organic. Physical chemistry is concerned with atomic particles and their effect on the behaviour of materials. Topics covered include rates of reaction, chemical bonding and chemical energetics.

Organic chemistry (or carbon chemistry) deals with materials that had their origins in nature. This may be prehistoric (e.g. crude oil) or living (e.g. amino acids).

Inorganic chemistry is the study of the behaviour of some of the elements of the periodic table and of their compounds. Wherever possible, a practical emphasis is placed on the study of these topics.

As a subject, chemistry has a use well beyond its own subject area in terms of university entrance, as well as entry onto any of the many chemically based university courses. A-level chemistry will help students enter courses in physical sciences, geological sciences, engineering, environmental sciences, biological sciences, medicine, dentistry, nutrition, and veterinary science.

# Core Maths - Quantitative Problem Solving

Core maths is a Level 3 qualification for students who wish to develop their practical maths skills for the real world, be it in work, study or everyday life. Core maths is about students doing meaningful mathematical problems to increase their confidence in using maths and to be better equipped for the mathematical demands of other courses, higher education, employment and life.

The content of the course is focused on the practical application of mathematics and would suit students who would like to develop their mathematical skills to assist further study, but who may find an A-level in mathematics too challenging. It has the same number of UCAS points as an AS level and is assessed by final examination after two years of study. The subject will be delivered in four periods per fortnight, half the time of an A-level.

Core maths has been designed to maintain and develop real-life maths skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and includes a financial maths element. It will also help with other A-level subjects, in particular with science, geography, business studies, psychology and economics.



## Course Outline

Examination Board: OCR

(Modules 1-4 are covered in Y12, modules 5 and 6 in Year 13):

- Module 1:** Development of practical skills in chemistry
- Module 2:** Foundations in chemistry
- Module 3:** Periodic table and energy
- Module 4:** Core organic chemistry
- Module 5:** Physical chemistry and transition elements
- Module 6:** Organic chemistry and analysis

### Assessments

#### Unit 01 Periodic Table, Elements and Physical Chemistry

2 hours 15 minutes synoptic paper consisting of multiple choice and structured questions - 37% of the AL course

#### Unit 02 Synthesis and Analytical Techniques

2 hours 15 minutes synoptic paper consisting of multiple choice and structured questions - 37% of the AL course

#### Unit 03 Unified Chemistry

1 hour 30 minutes synoptic paper consisting of multiple choice and structured questions - 26% of the AL course

#### Practical Endorsement in Chemistry

Non-Examination. To be reported separately.



## Course Outline

Assessment: AQA

2 x 2 hour papers

**Paper 1:** Introduction to Quantitative Reasoning

**Paper 2:** Statistical Problem Solving



# Further Mathematics

Any student planning to take a mathematics-rich degree (this covers a very wide range of academic areas including engineering, sciences, computing, finance/ economics, statistics, operational research as well as mathematics itself) will benefit from taking further mathematics.

For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. Students taking further mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience. It enables students to distinguish themselves as able mathematicians in the university and employment market.

Students who are not planning to study for mathematics-rich degrees, but who are keen on mathematics will find further mathematics a very enjoyable course and having a further mathematics qualification identifies students as having excellent analytical skills, within whatever area they plan to study or work.

The further mathematics course is a second A-level in mathematics and is always taken in combination with A-level mathematics, although the additional content is largely broader rather than more demanding.

# Mathematics

Mathematics is a universal subject that has applications in many other areas of study. An essential part of mathematics is the challenge of analysing a problem and developing an effective strategy to find a viable solution.

Mathematics is not about learning facts. You will not achieve success by just reading a textbook or by revising from detailed notes; you will spend your time thinking about logical processes and developing understanding of abstract concepts. In addition, you will need to 'do' mathematics and your time will be spent working through problems. It teaches you to think in a logical way, something which is vital when putting across a coherent argument.

Mathematics A-level is well respected by employers and admissions tutors for all degree subjects and is considered a good platform for a wide variety of courses. Our opinion is that mathematics gets more interesting the further you take it and can lead to some surprising areas of further study.

At GCSE, you are building the foundations so that you have the tools which will enable you to understand many interesting A-level topics. However, compared to GCSE mathematics, this A-level is more abstract and understanding of algebraic processes is a central skill.

All students who take A-level mathematics will study pure mathematics units which will develop rigorous thinking and an appreciation of the beauty within abstract processes. You will also study the application of mathematics to both statistics and mechanics. The use of technology is an integral part of this course, so you will develop an appreciation of the use of calculators and spreadsheets and graphing software for mathematical investigation.



## Course Outline

Examination Board: Edexcel

Students will be assessed as follows:

**Paper 1: Further Core Pure Mathematics 1**  
1.5 hour examination

**Paper 2: Further Core Pure Mathematics 2**  
1.5 hour examination

**Paper 3: Decision Maths**  
1.5 hour examination

**Paper 4: Further Mechanics or Further Statistics**  
1.5 hour examination

## Course Outline

Examination Board: Edexcel

Although a new A-level mathematics syllabus has been introduced nationally for first teaching in 2017, the concepts in this course are very similar to earlier years.

**Paper 1: Pure Mathematics 1**  
2 hour examination

**Paper 2: Pure Mathematics 2**  
2 hour examination

**Paper 3: Statistics and Mechanics**  
2 hour examination



# Computer Science

Computer Science is arguably one of the most essential disciplines of the 21st century.

This A-level course will give you the understanding and ability to apply the fundamental principles and concepts of computer science and ready you for what lies ahead. You will learn to, think creatively, innovatively, analytically, logically and critically. You will apply an understanding of computing in a range of contexts to solve problems and you will delve into producing graphical user interfaces and object-orientated programming solutions.

By studying Computer Science at A-level, you will open up access to lucrative career opportunities in areas such as software development, cybersecurity, data science, artificial intelligence (AI), and web development. Furthermore, industries such as technology, finance, healthcare, and entertainment actively seek graduates with computer science backgrounds, presenting a wide array of career options.

There is no requirement that you studied Computer Science at GCSE, but interest in the subject is a must and having experience of coding will better prepare you for the course. The programming aspects of the course will be delivered in Python, but the skills learnt will be transferable to any high-level computer language.

Within the course, you will study a range of theory topics. These include the principles and understanding linked to programming, hardware and software, networks, systems development life cycles and implications of computer use.

The majority of assessment is via written examination, but there is also a Non Exam Assessment Programming Project. The NEA gives you the opportunity to analyse, design, develop and evaluate a solution to a computing problem and can be programmed using any of the languages accepted by the exam board.

# Business

“If you really look closely, most overnight successes took a long time” (Steve Jobs)

In Business you will study how entrepreneurs and managers turn great ideas into profit. We examine what makes businesses work: production, marketing, finance and human resources management. You will also find out about the global forces that impact upon business – from the impact of a disease to soaring energy prices. Everything will be relatable to your life and to your future.

Students are encouraged to research into actual businesses to apply the theory to reality. You learn practical skills like accounting, business management and business analysis. Topics covered include cash-flow, business planning, enterprise, budgeting and marketing.

As a result of studying Business at A-level, students gain a rounded understanding of businesses - and their ability to meet society's needs and wants.

Yes, the point of a business is to make a profit, but it is increasingly important for tomorrow's business leaders to meet high ethical and environmental standards.

Business A-level helps students acquire an impressive range of skills. You will be a better decision-maker and problem-solver as a result of doing this subject. Students can use critical analysis and they develop numerical skills in a range of business contexts. Since most future careers will entail some elements of business understanding, Business combines well with any other subject.

A-level Business is a subject which provides a foundation to study subjects such as accountancy, banking, business, finance, human resources, marketing or management at degree level. Alternatively, you might just go on to become the next Steve Jobs!



## Course Outline

Examination Board: OCR

- Paper 1 Computer Systems (Exam 2hrs 30min – 40%)**
- 1.1 The characteristics of contemporary processors, input, output and storage devices
  - 1.2 Software and software development
  - 1.3 Exchanging data
  - 1.4 Data types, data structures and algorithms
  - 1.5 Legal, moral, cultural and ethical issues

- Paper 2 Algorithms and Programming (Exam 2hrs 30min – 40%)**
- 2.1 Elements of computational thinking
  - 2.2 Problem solving and programming
  - 2.3 Algorithms
- Programming Project (NEA – 20%)**
- 3.1 Analysis of the problem
  - 3.2 Design of the solution
  - 3.3 Developing the solution
  - 3.4 Evaluation

## Course Outline

Examination Board: Edexcel

- Paper 1 Marketing, people and global businesses (9BS01/01)**
- 2 hours, consisting of two data response questions. 35% of overall assessment.
- Paper 2 Business activities, decisions and strategy (9BS01/02)**
- 2 hours, consisting of two data response questions. 35% of overall assessment.
- Paper 3 Investigating business in a competitive environment (9BS01/03)**
- 2 hours, consisting of two data response questions based on pre-released case study material. 30% of overall assessment.



# Economics

You live in a world of infinite wants and finite resources. Norway is one of the best places on the planet to live right now. But we would need three and a half planet Earths for everybody to live like Norwegians.

This magnificent subject is for anybody who wants to know more about fairness, equality, how we get rich, why some people stay poor and to understand, in the immortal words of Abba: 'Money, money, money'.

In Year 12, students will investigate both micro and macroeconomic issues. Microeconomics is the study of why and how individual people, businesses and markets behave the way that they do. Macroeconomics is the study of the economic system – growth, inflation, employment, trade and money. By the end of the year, you will be able to understand the headline economic news.

Year 13 develops the micro and macroeconomics already learnt, consider economic concepts and theories in greater depth and recognise the values and limitations of economic models.

You will find that a lot of our time in class involves discussions which link economic choices with political, social and personal questions. Students can assess the strengths and limitations of complex government policy decisions. These decisions are explored in a broader context, including the impact of leaving the European Union and globalisation on the UK economy.

As a social science, Economics combines well with a range of A-level subjects and develops both quantitative skills and written communication. A-level Economics is a highly respected academic discipline which provides a foundation to study subjects such as business, economics, economic history, finance, human geography, international relations, management, psychology, sociology or politics at degree level.

# Religion, Philosophy and Ethics (RPE)

In a rapidly-changing world, young people seek to find their place. By studying the triumvirate of religion, philosophy and ethics, students will be able to draw on subjects vital to understanding and flourishing in the modern world.

RPE provides critical skills through its academic approach. The curriculum has a rigorous focus on the development of an analytical perspective on differing approaches and world views. The curriculum enhances skills such as producing concise and persuasive arguments, both in written and verbal contexts. RPE students will gain skills and confidence in discussing religious and philosophical distinctions, which will improve their ability to communicate and collaborate in the workplace and the world.

Of the three components, Philosophy considers the fundamental questions of existence such as 'why are we here' and 'what is truth?'.

Of all the world faiths, Hinduism is the oldest and it has influenced the beliefs and practices of all religions, including

the birth of geometry and numeracy. It is a fascinating belief system and has had a vast cultural influence in the Indian subcontinent and beyond. The Religion element of this course considers these factors in depth. Of all the books in the Western world, none has affected culture more than the New Testament, as it has influenced the moral, political and cultural ethos of so many countries. The Religion element of this course considers these factors in depth. Ethics involves the study of language such as 'good' and 'evil', 'right' and 'wrong'. It provides a study of different ethical approaches and most significantly an analysis of sexual ethics, medical ethics, and war – all of which are developing so quickly as to outstrip traditional ethical interpretations.

To study A-Level RPE you do not need to be religious and nor do you have had to have completed Religious Studies at GCSE.



## Course Outline

**Examination Board:** Cambridge International Exams

### Paper 1: Multiple Choice

1 hour, consisting of 30 multiple choice questions.

### Paper 2: Data Response and Essay

2 hours, consisting of one data response and two structured essays - one micro and one on macroeconomics.

### Paper 3: Multiple Choice

1 hour 15 minutes, consisting of 30 multiple choice questions.

### Paper 4: Data Response and Essay

2 hours, consisting of one data response and two structured essays, one on micro and the other on macroeconomics.



## Course Outline

**Examination Board:** Pearson Edexcel 9RS0

**The aims and objectives of this qualification are to enable students to:**

- Develop their interest in a rigorous study of religion and belief and relate it to the wider world.
- Develop knowledge and understanding appropriate to a specialist study of religion.
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities, and societies.
- Adopt an enquiring, critical and reflective approach to the study of religion.
- Reflect on and develop their own values, opinions, and attitudes in the light of their study.

**Students will study three complementary approaches:** Each component is 33% of the final exams.

### Paper 1: Philosophy of Religion

### Paper 2: Religion and Ethics

### Paper 3: Study of Religion: Hinduism

Students need to make connections between all approaches studied. The comparison of the writings of scholars is a key element in the new criteria to explore differing viewpoints about the development of ideas.



# Geography

Geography A-level requires students to have a good understanding of the processes at work in the formation of the physical and human world.

The subject can be combined readily with a range of other A-level courses and the variety of content and skills in the course gives the student wider career opportunities, whether they have a science or arts background. The subject is particularly suited to the use of ICT. This is available for students to present work, use the internet and engage in independent research. For example, students use Geographical Information Systems (GIS) to analyse maps, aerial photographs and data. Indeed, the range of skills learnt by geographers makes them extremely employable, including roles such as Prime Minister!

Geography graduates are valued by employers due to the variety of skills offered by geographers, the perspective they offer on the interactions between the human and physical worlds, as well as the detailed analysis of topical issues.

There is an emphasis on fieldwork and Year 12 students attend

a residential field course in Manchester. This voluntary trip costs around £220 and includes transport, full board and tuition for four days and three nights.

Geography students will follow the international A-level specification which is studied by thousands of students around the world. This enables our own geographers to develop a broader perspective on international issues.

In Year 12, students will investigate core physical processes underpinning hazardous events such as tsunamis, volcanic eruptions, landslides and tornadoes, as well as very topical issues in human geography such as urban change, migration and population growth.

In Year 13, students will develop an advanced knowledge of hydrological processes and the development of desert landscapes, along with a deep understanding of global topics including globalization, tourism, development and aid.

# History

“Study history very carefully. Learn precisely what happened and what did not. This will help you understand what is about to happen in the world.”

So says billionaire investor Jim Rogers who earned his bachelor’s degree not in economics or business studies, but history. He is also absolutely correct. History is the study of humanity’s past. Only by learning what happened, and why, can we understand where we are today. History can also give us clues as to where we are going in the future. As the great American author and wit Mark Twain once said, “history doesn’t repeat itself, but it does rhyme.”

History should not only be learned for its own sake, but it is also a highly respected academic discipline and is often a gateway to careers in politics, journalism, law, marketing and education. Even if history does not fit in with your career plans, it is a very useful subject to study; many employers value the study of history because of the skills this discipline develops. These include the ability to think critically, develop arguments, solve problems and communicate articulately, both orally and through prose.

The History Department follows the Cambridge International Examinations (CIE) A-Level. The topics offered are exciting and engaging.

In Year 12, students examine the Holocaust, Fascist Italy and Nazi Germany. In Year 13, students study three of the following four subjects: the Industrial Revolution in Britain, German unification, the French Revolution and the Russian Revolution.

There is no course work component to the CIE.

Examinations, which are sat at the end of Y13, assess historical knowledge, source analysis, the understanding of historical interpretations and the ability to form arguments and make judgements.

GEOGRAPHY



HISTORY



## Course Outline

**Examination Board:** Cambridge International Examinations (CIE)

**Paper 1: Core Physical Geography**  
1 hour 30 minutes, consisting of data response and longer questions

**Paper 2: Core Human Geography**  
1 hour 30 minutes, consisting of data response and longer questions

**Paper 3: Advanced Physical Options**  
1 hour 30 minutes, consisting of data response and essay questions

**Paper 4: Advanced Human Options**  
1 hour 30 minutes, consisting of data response and essay questions

## Course Outline

**Examination Board:** Cambridge International Examinations (CIE)

**Paper One: Modern Europe, 1750–1921**  
1 hour 15 minutes examination – source analysis  
The Industrial Revolution in Britain, 1750–1850

**Component Two: Modern Europe, 1789–1917**  
1 hour 45 minutes examination – two essay questions  
• Liberalism and nationalism in Germany, 1815–71  
• The Russian Revolution, 1894–1921

**Paper Three: The Holocaust**  
1 hour 15 minutes examination – one question on historical interpretation

**Paper Four: European history in the interwar years, 1919–41**  
1 hour 45 minutes examination – answer two essay questions  
• Mussolini’s Italy  
• Hitler’s Germany



# Psychology

Ever wondered if prison really does change criminal behaviour? Or why some people conform? Or perhaps if the experiences you had before the age of five really do shape the person you are today? A-level psychology will give you an understanding of the way people think and why people behave in certain ways.

You will learn a variety of skills including analytical thinking, improved communication, problem solving and many more that will prepare you for an exciting future with the possibility of a range of fantastic careers.

Over the course of the A-level you will explore a range of subject areas including social influence, memory, attachment, psychopathology, relationships, schizophrenia and forensic pathology.

There are three exams, each accounting for one third of your A-level.

A good GCSE grade in English, Maths and a Science is recommended for A-level Psychology. Good mathematical skills will be advantageous as a minimum 10% of the assessment will test candidates' mathematical skills, as these are used to analyse psychological research. English skills are used and developed in the evaluation of psychological theories and research. In addition, a science background is beneficial in providing a foundation for understanding the biological basis of human behaviour.

# English Language

English Language is an ideal choice for anyone who loves deconstructing the purpose of language choices and considering texts in the wider world. Studying English Language at A-level will encourage you to explore contexts, connections and readings from different theoretical starting points, as well as studying the systematic frameworks of linguistics. This course demands high levels of linguistic and analytical skill.

It is a highly respected A-level that can be instrumental in helping students gain university places in a variety of subjects. English Language A-level will allow you to conduct data analysis, write discursive essays, explore original writing and research-based investigative writing. In turn, students develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

The opportunities are endless with this subject and there are a range of potential career pathways resulting from this field including: journalism, publishing, editing, teaching, psychology, anthropology and education, law etc.

Students will follow the AQA specification. On this course, the programme is linear meaning that students will sit their examinations at the end of the two-year programme.



## Course Outline

Examination Board: AQA

The three exams last 2 hours and are worth 96 marks each (33.3% of the A-level). The exams consist of multiple choice, short answer and extended writing questions

**Paper 1:** Introductory topics in psychology

**Paper 2:** Psychology in context

**Paper 3:** Issues and options in psychology

## Course Outline

Examination Board: AQA Specification A

**Paper 1: Language, the individual and society (40%)**

Paper length - 2 hours and 30 minutes

**Section A: Textual variations and representations**

This paper deals with concepts of audience, purpose, field and genre and adds the idea of mode.

**Section B: Children's language development**

This paper examines concepts associated with language acquisition in the spoken and written mode. Students engage with a range of theories and research associated with these areas. Methods of language analysis are key focus in both sections.

**Paper 2: Language diversity and change (40%)**

Paper length - 2 hours and 30 minutes

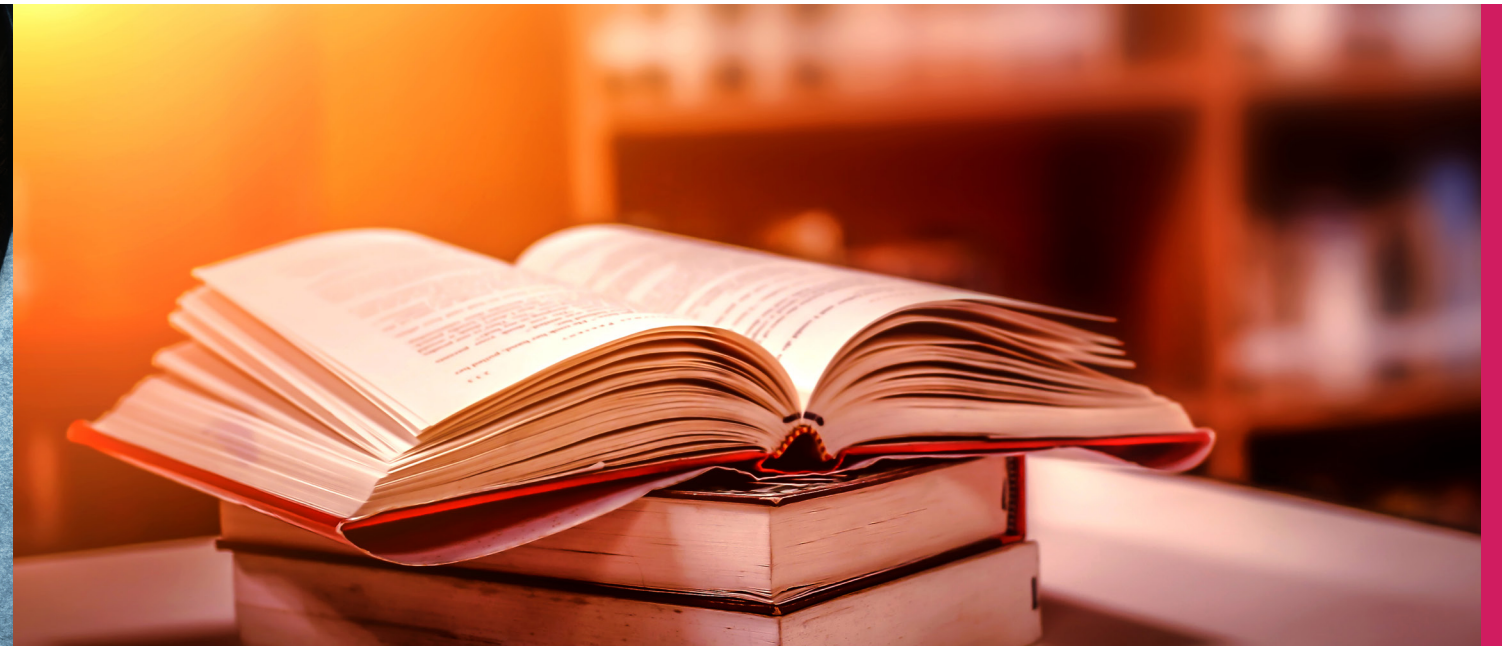
**Section A: Diversity and change**

Students will engage in an essay style response regarding the topic selected.

**Section B: Language discourses**

In this paper, they will conduct an analytical critical discussion of unseen texts and comparative elements. Within this section there is an opportunity for a creative writing task. For this paper, students will examine areas such as sociolinguistics, gender, accent and dialect as well as global English.

**Non-exam assessment: (20%)** This folder consists of two pieces. A **language investigation** studying a written and spoken data set of your choice and an **original writing piece**, where you engage in a language debate of your choice with an **accompanying commentary** to justify your creative choices.





# English Literature

English Literature is an ideal choice for anyone who loves reading and books, and is interested in the big questions affecting human existence. Studying English Literature at A-level will encourage you to read widely and independently, both set texts and ones you choose yourself, exploring contexts, connections and readings from different theoretical starting points.

It is a highly respected A-level that can be instrumental in helping students gain university places in a variety of subjects. English Literature will teach you to think analytically, consider different interpretations, as well as to listen and respond to others sensitively. One of the most important skills you will learn is how to write coherently and critically.

This is an essential skill that will aid you in your other subjects and is invaluable in higher education and the world of employment including: Journalism; Human Resources; Law; Teaching; Marketing; Writing; Editing and Broadcasting.

Students will follow the Edexcel specification. On this course, students may have clean copies of texts in all examinations.

# Modern Languages - French

Why? For many pupils, not just those who are passionate about languages, learning French opens up new opportunities and gives you perspectives you might never otherwise encounter. You are not merely obtaining a qualification, but rather a valuable skill which will be recognised and valued by higher education institutions and employers alike.

What? In Year 12, you continue to broaden your understanding of the language and how to speak and write it. Topics such as the changing nature of family and 'cyber-society' help to **bridge the gap between GCSE and Year 12**. The skills you will learn will be very practical and we hope that you will also develop an interest in the culture and traditions of the country by studying film and contemporary Francophone music.

In Year 13, your knowledge of society will be extended to include topics such as immigration, poverty and crime and punishment. The Year 13 course also has a slightly bigger cultural element, where you will study French literature.

How? Throughout the course, there will be regular tasks set to assess your ability in listening, reading and writing, as well as your knowledge of grammar and vocabulary. During the Sixth Form, you will be taught by a team of two teachers and we also arrange a weekly conversation class with the French assistante to prepare you for the oral exam and to give you the chance to use the spoken language.

Whatever your interests or aspirations, continuing your French into the Sixth Form will, quite literally, open up the world to you.



## Course Outline

Examination Board: Edexcel

**Paper 1: Drama (30%)** Paper length: 2 hours and 15 minutes

**Section A: Shakespeare**

One essay question from a choice of two on the studied Shakespeare text.

**Section B: Other drama**

One essay question from a choice of two on the studied drama text.

**Paper 2: Prose (20%)** Paper length: 1 hour and 15 minutes

One comparative essay question, from a choice of two, on the studied prose texts.

**Paper 3: Poetry (30%)** Paper length 2 hours and 15 minutes

**Section A: Contemporary Poetry**

One essay question, from a choice of two, comparing an unseen modern poem and one named poem from the studied collection.

**Section B: Poetry collections**

One essay question, from a choice of two, on the studied period or author.

**Non-exam assessment: (20%)**

One extended comparative essay referring to two texts (2500-3000 words).

## Course Outline

Examination Board: AQA

**Paper 1**

Listening, reading, writing  
2 hours 30 minutes (50%)

**Paper 2**

Two x 250-word essays in French (literature and film)  
2 hours (20%)

**Paper 3**

Speaking (stimulus card followed by Individual Research Project 16-18 minutes 30%)



# Modern Languages - Spanish

Why? In our globalised world, the ability to speak another language is seen as a huge asset to most companies. As degrees are now more commonplace, any added skills that you can bring to the table will see you become a stronger contender for a job.

There are many professional and academic benefits of learning Spanish at A-Level. Not only do languages enrich your global cultural knowledge, they can also improve your comprehension and critical thinking skills.

Learning Spanish at A-Level will help you gain competency in these four main areas: **Speaking, Listening, Reading, Writing.**

**Speaking** – Being able to speak a second language will enable you to communicate on a conversational level as well as give presentations and speeches in a professional context.

**Listening** – Studying a language will expose you to different speaking styles, accents, and dialects, not to mention helping you understand a second language when spoken at speed.

**Reading** – Your comprehension skills will be improved through reading in Spanish. You will be able to read new books, and understand newspapers and online news sites.

**Writing** – Learning Spanish at A-Level will expand your vocabulary and improve your written style in the language. In Year 12 you will learn topics such as changing attitudes towards marriage, equal rights and smartphones. Your knowledge of the Hispanic world will be extended in your second year to include topics such as racism, immigration and the place of today's youth in society.

Studying (and ultimately fluently speaking) a foreign language helps break down barriers and connects human beings on a deeper level of mutual understanding.

# The Extended Project Qualification (EPQ)

The EPQ is a level 3 qualification which carries a UCAS tariff worth half an A-level and can result in some universities making a lower A-level offer.

However, it is much more intrinsically valuable than that; the EPQ provides students with the opportunity to research their chosen topic and present it in a way that suits them. It helps students develop the kind of research skills that both universities and employers highly value.

Formal lessons – one period per week - begin in the November of Year 12. There are taught and supervisory elements to the programme which your assigned supervisor will take you through until your final presentation in October of Year 13. The real learning, however, will take outside of the classroom as you do the necessary research. The key deadlines are mid-June of Year 12 for submission of the first draft and September of Year 13 for submission of the final dissertation. Time management is a crucial skill and the most successful students are those who meet the deadlines.

The EPQ develops a range of skills, including critical thinking, problem solving, analysis and evaluation. Students are taught how to approach research in a critical manner, as well as how to Harvard reference. They also develop the ability to manage their own workload.

Universities are increasingly keen on the qualification as it prepares students for the demands of their courses. Many students speak positively about this preparation for undergraduate study and many have received reduced grade offers on the basis of a good grade in their EPQ.



## Course Outline

Examination Board: AQA

### Paper 1

Listening, reading, writing  
2 hours 30 minutes (50%)

### Paper 2

Two x 250-word essays in Spanish (literature and film)  
2 hours (20%)

### Paper 3

Speaking (stimulus card followed by Individual Research Project 16-18 minutes 30%)

## Course Outline

Examination Board: AQA

The EPQ is research led. Independently, students decide on a project and come up with a question that allows them to demonstrate higher order thinking skills. Students are then encouraged to research critically, and this will lead to either:

- A 5000-word dissertation or
- An artefact with a 1000+ word outcome.

They then complete a presentation, focused on the whole process from start to finish.

The qualification is assessed in four areas:

- Management of the project
- Research and referencing
- Development and realisation
- Review and communication.



# BTEC National Level 3 in Applied Science

BTEC National Qualifications provide a broad introduction to Level 3 science that gives learners transferable knowledge and skills.

They prepare students for a range of HE courses and job roles relating to a particular sector. The learner centred approach means that, as well as having examinations, students are able to complete project-based assessments which count towards their final qualification.

The mandatory units cover an equal amount of chemistry, biology and physics, but in our selection of optional units we intend to focus on those with a biology or chemistry content e.g. Physiology of Human Body Systems.

This might make our proposed Applied Science course an appropriate choice for a student intent on a career in a particular occupational area, such as biomedical science or analytical and forensic science, but for whom A-level biology or chemistry might be a demanding option.

## Units to be covered:

- Unit 1: Principles and Application of Science
- Unit 2: Practical Scientific Procedures and Techniques
- Unit 3: Science Investigation Skills
- Unit 4: Physiology of Human Body Systems

# Cambridge Technical in Sport and Physical Activity

Within the Cambridge Technical in Sport and Physical Activity course, we offer both the Single and Double qualification. The single award is equivalent to one full A-level, whilst the double award is equivalent to two A-levels. This gives pupils the opportunity to complete two A-levels in a more vocational format, with a variety of coursework and exam units.

Both courses allow students to develop their knowledge, understanding and skills of the principles of sport and physical activity. Students will gain an insight into the sports sector and cover topics which include; Body Systems and the Effects of Physical Activity, Sports Coaching and Activity Leadership, and Sports Organisation and Development. Students will also apply their skills and knowledge practically in preparation for further study or in the workplace. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technical in Sport and Physical Activity focuses on the requirements that today's universities and employers demand. The course is assessed through 2 modular exams and written/practical course work.

Those that would like to complete the double award will also cover the following units; Performance Analysis, Working Safely in Sport and Leisure as well as Biomechanics and Movement Analysis. This course is made up of an additional exam and five coursework units. The double award would suit a student who has a clear view that higher education and/or a career path in the field of sport and physical activity is of interest.

We welcome all pupils on the Level 3 Cambridge Technical in Sport and Physical Activity.



## The qualification we offer is:

1. 2 year Extended Certificate (equivalent to 1 A-level)
2. Graded: Distinction\*, Distinction, Merit and Pass.

**Examination Board:** Pearson

Students choosing Applied Science and Sports Science can take those in combination with either the IBCP or A Levels. Students choosing other BTEC subjects must do so as part of the IBCP. This is because that the academic elements of the IBCP (Psychology and Social and Cultural Anthropology) will have been designed to dovetail with our vocational courses to encourage interdisciplinary learning and its associated benefits.

## Depending on student interest, we could offer this qualification as either

1. Extended Certificate (equivalent to 1 A-level) or
2. Diploma (equivalent to 2 A-levels)

The latter would suit a student who had a clear view that their higher education and/or career path was in the field of sport or physical activity.

**Examination Board:** OCR



# BTEC Digital Music Production

The BTEC National Extended Certificate in Digital Music Production is a vocational course focusing on the use of music technology to create, remix, master and produce popular music.

There are two mandatory units:

- music and sound for media
- digital audio workstation (DAW) production.

Students will be able to add three optional units, from a choice of four, to the mandatory content.

These have been designed to support the progression of students to a range of employment opportunities in digital music production, and to a range of higher education courses.

The optional units cover areas such as:

- creative synthesis and sampling
- remixing and reworking
- mixing and mastering techniques
- commercial music production.

Students will develop an in-depth understanding of music production software and will learn how to analyse typical technical features used in the sector.

Practical tasks will include sequencing and working with audio and synthesis. Class-based lessons will focus on developing in-depth understanding of the techniques and principles behind music technology as well as an understanding of how the music industry functions, exploring current trends and developments in popular music.

The course is equivalent to one A-level and carries the equivalent UCAS points.

# BTEC Esports

The BTEC Level 3 in Esports; is a skills-focused program and is a major step forward in supporting the creation of long-term careers in the growing esports industry, both in the UK and internationally. In 2020, \$1.1 billion was projected in revenue; a year-on-year growth of 16%, with the total esports audience set to rise 11.7% to 495 million individuals.

The content of the BTEC Level 3 qualification has been developed in collaboration with employers and representatives from higher education, and relevant professional bodies. This ensures that the content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the sector. The mandatory content means that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers.

This qualification has been developed to meet this upcoming demand for skills in esports. The qualification includes a breadth of transferable skills that enable learners to experience different areas of esports to aid their progression to employment, directly or via further study. Esports offers a unique opportunity to study a sector that crosses over multiple subject areas for example sport, marketing, enterprise, IT and the creatives. It provides an opportunity for alignment of social, physical, mental and financial skills into one qualification to deepen and expand learning. These are skills which are highly valued in the changing and fluid workplace. Learners must apply strategy, skill and teamwork to be successful.



## Course Outline

Students will be assessed through a series of coursework assignments and an external assessment that will be set and marked by the exam board. The course has a strong practical element, therefore most of the coursework tasks will be practical in nature. Written work will support detailed understanding of technical concepts and terminology.

The BTEC National Extended Certificate in Digital Music Production develops the skills of students in a number of key areas that are attractive to employers and higher education institutions. These include:

- A.** Cognitive and problem-solving skills
- B.** Intrapersonal and interpersonal skills
- C.** The ability to learn independently
- D.** The ability to research actively and methodically
- F.** Being able to give active presentations and being active group members

**Examination Board:** Pearson

## Course Outline

### Pearson BTEC Level 3 in Esports

The two-year course (equivalent to one A-level) will cover the following areas:

- Organisation of sport and traditional sport industries
- Esports Skills, Strategies and Analysis
- Enterprise and Entrepreneurship in the esports Industry
- Market research and business plans
- Physical, social and psychological wellbeing for esports players
- Health and wellbeing monitoring, assessment and feedback

Students will also have the opportunity to compete in the British Esports Student Champs tournaments and try out shoutcasting and live streaming.

**Examination Board:** Pearson



# BTEC Creative Media Production

The IB CP Career-Related Study in Creative Media Production provides a unique opportunity for aspiring media professionals to develop their talents and pursue their passion.

Whether they aspire to become filmmakers, photographers, or content creators, this program equips students with the skills and knowledge to thrive in the dynamic world of creative media production. Creative media production is a great choice for aspiring creatives in IB CP program at West Buckland School. From capturing breath-taking visuals to crafting compelling narratives, our students immerse themselves in the world of media creation, gaining invaluable skills and experiences.

The IB CP Career-Related Study in Creative Media Production is designed for students with a passion for the media industry and a desire to pursue a career in this field. Whether their path leads them to higher education or direct employment, this program

offers a comprehensive foundation. It provides an equivalent of 1.5 A-levels in the eyes of the UCAS points system.

Throughout this dynamic course, students will cultivate their personal, practical skills in various areas of creative media production, including photography, videography, editing, and storytelling. The curriculum delves into important aspects of the industry, such as career opportunities, industry trends, technical proficiency, and creative expression. By the end of the two-year program, students will be well-positioned to pursue further education or embark on a career in the thriving media and entertainment sector.

# BTEC Outdoor Leadership and Management

“Of all the paths you take in life, make sure a few of them are dirt” (John Muir)

Outdoor leadership and activity is part of the DNA of West Buckland School. From surfing on the beautiful North Devon coast to the famous Ten Tors on Dartmoor, our outdoor activity programme is second to none.

The BTEC Level 3 National Foundation Diploma in Sport and Outdoor Activities is for those students who enjoy getting into the great outdoors, and who may be considering a career in this direction. This will often, but not always, occur via an appropriate degree in higher education. It is equivalent to 1.5 A-levels in the eyes of the UCAS points system.

Students undertaking this exciting course will develop their personal, practical skills in a range of outdoor activities including navigation, kayaking and climbing. The course covers supporting ground in terms of careers, health and safety, physical health and, of course, expedition skills. At the end of the two years, students will be in highly advantageous position when applying for courses or direct employment in the active leisure or sport industry.



## ASSESSMENT

Assessment in the IB CP Career-Related Study in Creative Media Production is primarily through internal coursework across six units:

- **Visual Communication in Media:** Exploring the power of visual storytelling, students will develop their abilities to effectively communicate messages through different media forms.
- **Technical Proficiency in Media Production:** Students will acquire the technical skills necessary for successful media production, including camera operation, lighting, sound, and editing techniques.
- **Media Analysis and Critique:** This unit focuses on developing critical thinking and analytical skills by examining and evaluating various media productions.
- **Professional Practice in Creative Media:** Students will explore the professional aspects of the media industry, including ethics, legal considerations, and industry standards.
- **Creative Media Production Project:** This unit allows students to demonstrate their creativity and technical proficiency through the production of a media project of their choice, showcasing their skills and personal style.
- **Media Portfolio:** Students will curate a portfolio that showcases their best work, highlighting their growth, versatility, and creative vision throughout the course

Examination Board: Pearson



## ASSESSMENT

Internal coursework is used for all 6 units. These are: Careers in Active Leisure & Sport; Health, Wellbeing & Sport; Personal Skills in Outdoor Activities; Health & Safety in Outdoor Activities; Outdoor Activity Provision; Expedition Experience.

Examination Board: Pearson



# IB Psychology

Do you want to get better at understanding how and why other people act the way that they do? Do you, along the way, want to understand yourself better? Then IB DP Psychology is the course for you.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. The interaction of these approaches to studying psychology allows students to understand mental processes and behaviour, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is

learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. Surrounding the approaches and the options are the overarching themes of research and ethics. You will become able to understand how psychological research can be applied to address real-world problems.



## Course Outline

Assessment is 80% examined, and 20% coursework. The coursework element allows you to undertake a research project where you will report on an experimental study that you yourself have undertaken.

This course works well with any of the Career-Related Studies on the IB CP and interacts brilliantly with the Personal and Professional Skills element in the Core.

IB DP Psychology is a subject which provides a foundation to go on to further study or employment in a directly related to psychology – such as mental health care. Furthermore, it provides vital skills for business, sport, ICT and, indeed, any future where understanding people matters!

# IB Social & Cultural Anthropology

If you choose this course, you will have the opportunity to explore the characteristics and complexities of social and cultural life.

What is culture? How can a society's culture be simultaneously static and dynamic? What does it mean to be human? What makes someone choose to have a tattoo? What are the key drivers that construct a sense of belonging? To what extent do our own views of social and cultural belonging inform patterns of behaviour and how? In answering these and so many other questions you will develop new ways of thinking about the world that demonstrate the interconnectedness of local, regional and global processes and issues. All of these topics will create an awareness of how cultural and social contexts inform the production of anthropological knowledge and therefore allow real world experiences to be placed in an academic context.

Social and Cultural Anthropology will be offered as an IB subject within the IB Career Related Programme. This course will help students to realise that deconstructing and understanding human relationships through individual and group behaviour will be profoundly useful in negotiating the world of work. School should, after all, afford us the space and framework to learn how to tackle our least questioned assumptions.



## Course Outline

The course is examined through 2 examinations papers and fieldwork with a 75% / 25% split.

Paper 1 Engaging with Anthropology

- The language of Anthropology
- The practice of Anthropology
- Anthropological Thinking

Paper 2 Engaging with Ethnography

- A key concept
- An area of inquiry
- A real world issue



# IB Business Management

“If you really look closely, most overnight successes took a long time” (Steve Jobs).

Do you want a course which really helps develop your practical skills for the world of work? The IB DP Business Management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with the reality of business decision-making. Like all DP courses at Higher Level, it is regarded as equivalent to an A-level by universities and employers alike.

Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate in an increasingly interconnected global marketplace. The Business Management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary

concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business Management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders.

# IB Environmental Systems and Societies

Environmental Systems and Societies is an interdisciplinary course, encompassing the sciences with individuals and societies. This is a complex yet contemporary course that engages students in the challenges of 21st century environmental issues which would have been introduced at GCSE level across geography and the sciences. Students will develop a scientific approach through explorations of how environmental systems work. They will acquire an understanding about how individuals and societies work within the varieties of environments on Earth, whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts.

ESS aims to empower and equip students to:

1. Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere.
2. Develop knowledge of diverse perspectives to address issues of sustainability.
3. Engage and evaluate the tensions around environmental issues using critical thinking.
4. Develop a systems approach that provides a holistic lens for the exploration of environmental issues.
5. Be inspired to engage in environmental issues across local and global contexts.



## Course Outline

There is more applied assessment in IB DP Business Management compared to A-level: with exams based upon an unseen case study (Paper 1); unseen quantitative analysis of data (Paper 2); and unseen analysis of material on a social enterprise (Paper 3). 20% of your final marks come from the coursework – a research project based upon a real-life business issue or problem facing a particular organisation.

This course works well with any of the Career-Related Studies on the IB CP, and interacts brilliantly with the Personal and Professional Skills element in the Core.

IB DP Business Management is a subject which provides a foundation to go on to employment of further study in areas such as accountancy, banking, business, finance, human resources, marketing, or management at degree level. Alternatively, you might just go on to become the next Steve Jobs!

## Topics at Standard and Higher Level include:

Ecology, Biodiversity and conservation, Water, Land, Atmosphere and climate change, Natural resources, Human populations and urban systems.

Specific Higher Level topics:

Environmental law, Environmental and ecological economics, Environmental ethics.

There will be elements of required practical investigations and write up alongside 2 examinations.



# English as an Additional Language

English is a key skill which will support international students in their Sixth Form study, at university, and beyond. Whilst entrants to the Sixth Form need to meet the required level of English, further development will ensure that they maximise their potential in their chosen subjects and their university course.

The EAL programme throughout the Sixth Form is focused on developing your range of language, your study skills, and preparing for the IELTS examination, which is essential for university entry. Engagement in a range of academic and extra-curricular activities will contribute to the improvement of your linguistic skills. EAL lessons provide a structure and more systematic analysis of English to help you formalise your language development.

In Year 12, you prepare for the IELTS exam, which you can take at school at the end of the Spring Term. There are four components to the exam: Reading (1 hour), Writing (1 hour), Listening (50 minutes) and Speaking (15 minutes). In order to achieve a

satisfactory score in the exam, you need to have a wide range of grammatical structure and vocabulary, and be able to use the language appropriately and accurately. These are all aspects of English which are studied in Year 12 EAL lessons.

On entry to Year 13, many students have achieved their required IELTS score and follow a reduced EAL timetable. The focus of EAL lessons in this year is to help you build the linguistic knowledge and skills which you will need for university study including, the study of academic vocabulary, note-taking, essay planning, research skills and referencing.

# Sixth Form Diploma

The West Buckland Sixth Form Diploma has been developed as part of our commitment to prepare students for an enriching future. We encourage our Sixth Formers to explore and experience a range of activities and challenges to develop the character values that the school upholds.

During each term, the students are asked to document and reflect on the extra-curricular activities in which they regularly participate.

These cover:

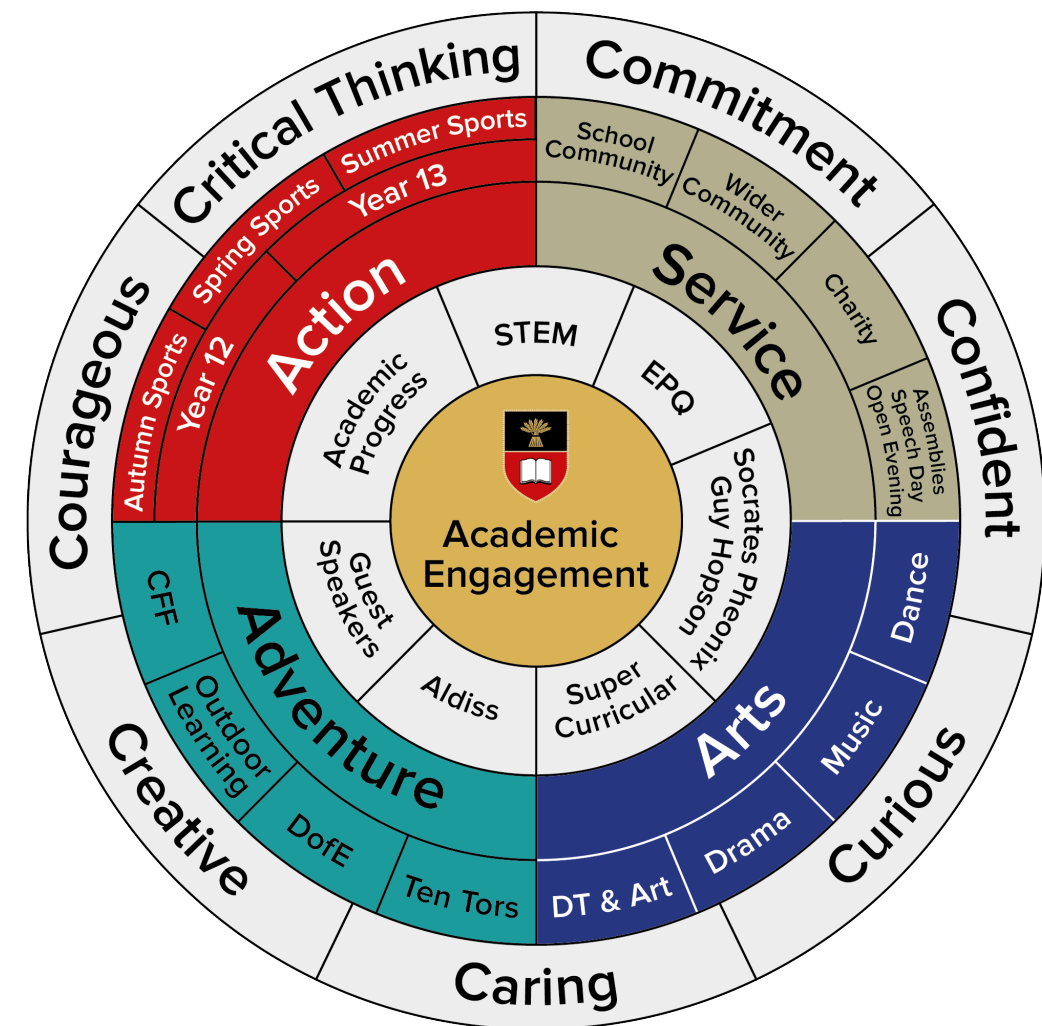
- Academic Engagement (eg debating, lectures, STEM club, wider reading)
- Action (eg sport, drama, music)
- Service (eg CCF, charities committee, WEBS)
- Adventure (Ten Tors, Duke of Edinburgh)

Students will then reflect on what they have done:

- Are they being creative?
- Did they show courage in their decisions?
- Was there an element of critical thinking involved?
- How much commitment did they show to the subject or activity?
- Did they have the confidence or curiosity to explore further?

This reflective exercise is very useful when writing personal statements and CVs, or university or job applications.

Diplomas are awarded at three levels: pass, merit and distinction.







The perfect environment  
for learning and discovery



**WEST BUCKLAND**  
SCHOOL

For further information about academic subjects  
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